

# LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS

## INDEX TO VOLUME XII, 1981

Author Index .....	272
Subject Index .....	273
Title Index .....	275

### AUTHOR INDEX

- Baldwin, Marylud, *see* Schuler, Adriana L.
- Blue, C. Milton. Types of utterances to avoid when speaking to language-delayed children. April, 120-124
- Bradley, Robert H., *see* Hemingway, Barbara L.
- Brenner, Ann C., *see* Prather, Elizabeth M.
- Brooks, Kenneth, *see* Fisher, Cletus G.
- Campbell, Thomas F., *see* Klee, Thomas M.
- Carlson, Faith. A format for selecting vocabulary for the nonspeaking child. October, 240-245
- Cohen, Carol G., *see* Shane, Howard C.
- Culatta, Barbara., & Horn, Donna. Systematic modification of parental input to train language symbols. January, 4-12
- Daniloff, Joanne Kelsch, & Shafer, Audrey. A gestural communication program for severely and profoundly handicapped children. October, 258-268
- Davis, Julia M.; Shepard, Neil T.; Stelmachowicz, Patricia G.; & Gorga, Michael P. Perceptions of hearing impairment held by school personnel: Suggestions for in-service training development. July, 168-177
- Dee, Anita D. Meeting the needs of the hearing parents of deaf infants: A comprehensive parent-education program. January, 13-19
- DeLapa, Giacinto, *see* McCanna, Donald L.
- Dworaczky, Rosanne Duca, *see* Musket, Carolyn H.
- Fisher, Cletus G., & Brooks, Kenneth. Teachers' stereotypes of children who wear hearing aids. July, 139-144
- Gillcrst, Molly M. A rationale for providing service to the Limited English Proficiency student. July, 145-152
- Goodman, Linda, & Kroc, Robin. A classroom sign communication program for the severely handicapped. October, 233-239
- Gorga, Michael P., *see* Davis, Julia M.
- Grissom, Janice M., *see* Naas, James F.
- Guitar, Barry E., *see* Turnbaugh, Karen R.
- Haynes, William O., & McCallion, Mary Beth. Language comprehension testing: The influence of three modes of test administration and cognitive tempo on the performance of preschool children. April, 74-81
- Hays, Lynette D., *see* Madison, Charles L.
- Hemingway, Barbara L.; Montague, James C., Jr.; & Bradley, Robert H. Preliminary data on revision of a sentence repetition test for language screening with black first grade children. July, 153-159
- Horn, Donna, *see* Culatta, Barbara
- Hughes, Karen S., *see* Prather, Elizabeth M.
- Klee, Thomas M., & Campbell, Thomas F. Letter to the editor. April, 125-130
- Kresheck, Janet Dawson, *see* Werner, Ellen O'Hara
- Kroc, Robin, *see* Goodman, Linda
- Madison, Charles L., & Hays, Lynette D. Communicatively disordered children in Head Start: An identification and management system. July, 160-167
- Matus, Cynthia, *see* Sugarman, Michael
- McCallion, Mary Beth, & Haynes, William O.
- McCanna, Donald L., & DeLapa, Giacinto. A clinical study of twenty-seven children exhibiting functional hearing loss. January, 26-35
- McDermott, Lois. The effect of duplicated and unduplicated child count on prevalence of speech-impaired children. April, 115-119
- McDermott, Lois., & Van Tasell, Dianne J. A preliminary report on the need for statewide standards for hearing screening. January, 44-48
- McFarlane, Stephen C., *see* Shipley, Kenneth G.
- Meline, Timothy J. Socioeconomic status and variability on the PPVT. April, 90-94
- Montague, James C., Jr., *see* Hemingway, Barbara L.
- Morris, Suzanne Evans. Communication/interaction development at mealtimes for the multiply handicapped child: Implications for the use of augmentative communication systems. October, 216-232
- Musket, Carolyn H., & Dworaczky, Rosanne Duca. Using an otoscope with preschoolers in acoustic immittance screening programs. January, 36-38
- Naas, James F.; Watts, Rebecca C.; Grissom, Janice M.; & Oshrin, Stephen E. Mothers, fathers, and teachers as informants on an indirect communicative assessment measure. July, 188-191
- Oratio, Albert R., *see* Signoretti, Lorraine F.
- Oshrin, Stephen E., *see* Naas, James F.
- Penner, Kandace A., & Vinson, Betsy Partin. Facilitation of verb recognition by MR subjects through syntactic cuing. January, 39-43
- Prather, Elizabeth M., Brenner, Ann C., &

# LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS

## INDEX TO VOLUME XII, 1981

Author Index .....	272
Subject Index .....	273
Title Index .....	275

### AUTHOR INDEX

- Baldwin, Marylud, *see* Schuler, Adriana L.
- Blue, C. Milton. Types of utterances to avoid when speaking to language-delayed children. April, 120-124
- Bradley, Robert H., *see* Hemingway, Barbara L.
- Brenner, Ann C., *see* Prather, Elizabeth M.
- Brooks, Kenneth, *see* Fisher, Cletus G.
- Campbell, Thomas F., *see* Klee, Thomas M.
- Carlson, Faith. A format for selecting vocabulary for the nonspeaking child. October, 240-245
- Cohen, Carol G., *see* Shane, Howard C.
- Culatta, Barbara., & Horn, Donna. Systematic modification of parental input to train language symbols. January, 4-12
- Daniloff, Joanne Kelsch, & Shafer, Audrey. A gestural communication program for severely and profoundly handicapped children. October, 258-268
- Davis, Julia M.; Shepard, Neil T.; Stelmachowicz, Patricia G.; & Gorga, Michael P. Perceptions of hearing impairment held by school personnel: Suggestions for in-service training development. July, 168-177
- Dee, Anita D. Meeting the needs of the hearing parents of deaf infants: A comprehensive parent-education program. January, 13-19
- DeLapa, Giacinto, *see* McCanna, Donald L.
- Dworaczky, Rosanne Duca, *see* Musket, Carolyn H.
- Fisher, Cletus G., & Brooks, Kenneth. Teachers' stereotypes of children who wear hearing aids. July, 139-144
- Gillcrst, Molly M. A rationale for providing service to the Limited English Proficiency student. July, 145-152
- Goodman, Linda, & Kroc, Robin. A classroom sign communication program for the severely handicapped. October, 233-239
- Gorga, Michael P., *see* Davis, Julia M.
- Grissom, Janice M., *see* Naas, James F.
- Guitar, Barry E., *see* Turnbaugh, Karen R.
- Haynes, William O., & McCallion, Mary Beth. Language comprehension testing: The influence of three modes of test administration and cognitive tempo on the performance of preschool children. April, 74-81
- Hays, Lynette D., *see* Madison, Charles L.
- Hemingway, Barbara L.; Montague, James C., Jr.; & Bradley, Robert H. Preliminary data on revision of a sentence repetition test for language screening with black first grade children. July, 153-159
- Horn, Donna, *see* Culatta, Barbara
- Hughes, Karen S., *see* Prather, Elizabeth M.
- Klee, Thomas M., & Campbell, Thomas F. Letter to the editor. April, 125-130
- Kresheck, Janet Dawson, *see* Werner, Ellen O'Hara
- Kroc, Robin, *see* Goodman, Linda
- Madison, Charles L., & Hays, Lynette D. Communicatively disordered children in Head Start: An identification and management system. July, 160-167
- Matus, Cynthia, *see* Sugarman, Michael
- McCallion, Mary Beth, & Haynes, William O.
- McCanna, Donald L., & DeLapa, Giacinto. A clinical study of twenty-seven children exhibiting functional hearing loss. January, 26-35
- McDermott, Lois. The effect of duplicated and unduplicated child count on prevalence of speech-impaired children. April, 115-119
- McDermott, Lois., & Van Tasell, Dianne J. A preliminary report on the need for statewide standards for hearing screening. January, 44-48
- McFarlane, Stephen C., *see* Shipley, Kenneth G.
- Meline, Timothy J. Socioeconomic status and variability on the PPVT. April, 90-94
- Montague, James C., Jr., *see* Hemingway, Barbara L.
- Morris, Suzanne Evans. Communication/interaction development at mealtimes for the multiply handicapped child: Implications for the use of augmentative communication systems. October, 216-232
- Musket, Carolyn H., & Dworaczky, Rosanne Duca. Using an otoscope with preschoolers in acoustic immittance screening programs. January, 36-38
- Naas, James F.; Watts, Rebecca C.; Grissom, Janice M.; & Oshrin, Stephen E. Mothers, fathers, and teachers as informants on an indirect communicative assessment measure. July, 188-191
- Oratio, Albert R., *see* Signoretti, Lorraine F.
- Oshrin, Stephen E., *see* Naas, James F.
- Penner, Kandace A., & Vinson, Betsy Partin. Facilitation of verb recognition by MR subjects through syntactic cuing. January, 39-43
- Prather, Elizabeth M., Brenner, Ann C., &

- Hughes, Karen S. A mini-screening language test for adolescents. April, 67-73
- Sawyer, Diane J. The relationship between selected auditory abilities and beginning reading achievement. April, 95-99
- Schuler, Adriana L., & Baldwin, Marylud. Nonspeech communication and childhood autism. October, 246-257
- Shafer, Audrey, *see* Daniloff, Joanne Kelsch
- Shane, Howard C., & Cohen, Carol G. A discussion of communicative strategies and patterns by nonspeaking persons. October, 205-210
- Shane, Howard C., & Yoder, David E. Delivery of augmentative communication services: The role of the speech-language pathologist. October, 211-215
- Shepard, Neil T., *see* Davis, Julia M.
- Shipley, Kenneth G., & McFarlane, Stephen C. Facilitating reading development with speech- and language-impaired children. April, 100-106
- Signoretti, Lorraine F., & Oratio, Albert R. A multivariate analysis of teachers' attitudes toward public school speech pathology services. July, 178-187
- Stelmachowicz, Patricia G., *see* Davis, Julia M.
- Sugarman, Michael, & Matus, Cynthia. Letter to the editor. January, 57-58
- Turnbaugh, Karen R., & Guitart, Barry E. Short-term intensive stuttering treatment in a public school setting. April, 107-114
- Tyack, Dorothy L. Teaching complex sentences. January, 49-56
- Van Tasell, Dianne J., *see* McDermott, Lois D.
- Vinson, Betsy Partin, *see* Penner, Kandace A.
- Watts, Rebecca C., *see* Naas, James F.
- Werner, Ellen O'Hara, & Kresheck, Janet Dawson. Variability in scores, structures, and errors on three measures of expressive language. April, 82-89
- Yaffe, Linda. Hearing screening in a school for the severely-profoundly intellectually-impaired and multiply-handicapped students. January, 20-25
- Yoder, David E., *see* Shane, Howard C.

## SUBJECT INDEX

### Hearing

#### ACOUSTIC-IMMITTANCE MEASURES

- Using an otoscope with preschoolers in acoustic immittance screening programs. Carolyn H. Musket & Rosanne Duca Dworaczky. January, 36-38

#### AUDITORY SCREENING

- Hearing screening in a school for the severely-profoundly intellectually-impaired and mul-

tiple-handicapped students. Linda Yaffe. January, 20-25.

## DIAGNOSTIC AUDIOMETRY

- A clinical study of twenty-seven children exhibiting functional hearing loss. Donald L. McCanna & Giacinto DeLapa. January, 26-35
- A preliminary report on the need for statewide standards for hearing screening. Lois D. McDermott & Dianne J. Van Tasell. January, 44-48

## HABILITATION, REHABILITATION, EDUCATION

- Meeting the needs of the hearing parents of deaf infants: A comprehensive parent-education program. Anita D. Dee. January, 13-19
- Perceptions of hearing impairment held by school personnel: Suggestions for in-service training development. Julia M. Davis, Neil T. Shepard, Patricia G. Stelmachowicz, & Michael P. Gorga. July, 168-177
- Teachers' stereotypes of children who wear hearing aids. Cletus G. Fisher & Kenneth Brooks. July, 139-144
- The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99

## HEARING AIDS, AUDITORY PROSTHESIS

- Teachers' stereotypes of children who wear hearing aids. Cletus G. Fisher & Kenneth Brooks. July, 139-144

## HEARING LOSS AND DEAFNESS

- A preliminary report on the need for statewide standards for hearing screening. Lois D. McDermott & Dianne J. Van Tasell. January, 44-48
- Meeting the needs of the hearing parents of deaf infants: A comprehensive parent-education program. Anita D. Dee. January, 13-19

## Language

### ASSESSMENT

- A format for selecting vocabulary for the nonspeaking child. Faith Carlson. October, 240-245
- A mini-screening language test for adolescents. Elizabeth M. Prather, Ann C. Brenner, & Karen S. Hughes. April, 67-73
- Communicatively disordered children in Head Start: An identification and management system. Charles L. Madison & Lynette D. Hays. July, 160-167
- Language comprehension testing: The influence of three modes of test administration and cognitive tempo on the performance of preschool children. William O. Haynes & Mary Beth McCallion. April, 74-81
- Letter to the editor. Thomas M. Klee & Thomas F. Campbell. April, 125-130

Mothers, fathers, and teachers as informants on an indirect communicative assessment measure. James F. Naas, Rebecca C. Watts, Janice M. Grissom, & Stephen E. Oshrin. July, 188-191

Nonspeech communication and childhood autism. Adriana L. Schuler & Marylud Baldwin. October, 246-257

Preliminary data on revision of a sentence repetition test for language screening with black first grade children. Barbara L. Hemingway, James C. Montague, Jr., and Robert H. Bradley. July, 153-159

Socioeconomic status and variability on the PPVT. Timothy J. Meline. April, 90-94

Teaching complex sentences. Dorothy L. Tyack. January, 49-56

Variability in scores, structures, and errors on three measures of expressive language. Ellen O'Hara Werner & Janet Dawson Kresheck. April, 82-89

#### DIALECT

Preliminary data on revision of a sentence repetition test for language screening with black first grade children. Barbara L. Hemingway, James C. Montague, Jr., and Robert H. Bradley. July, 153-159

#### LANGUAGE DISABILITIES IN CHILDREN

A discussion of communicative strategies and patterns by nonspeaking persons. Howard C. Shane & Carol G. Cohen. October, 205-210

A format for selecting vocabulary for the nonspeaking child. Faith Carlson. October, 240-245

A rationale for providing service to the Limited English Proficiency student. Molly M. Gillcrist. July, 145-152

Communication/interaction development at mealtimes for the multiply handicapped child: Implications for the use of augmentative communication systems. Suzanne Evans Morris. October, 216-232

Communicatively disordered children in Head Start: An identification and management system. Charles L. Madison & Lynette D. Hays. July, 160-167

Delivery of augmentative communication services: The role of the speech-language pathologist. Howard C. Shane & David E. Yoder. October, 211-215

Letter to the editor. Thomas M. Klee & Thomas F. Campbell. April, 125-130

Mothers, fathers, and teachers as informants on an indirect communicative assessment measure. James F. Naas, Rebecca C. Watts, Janice M. Grissom, & Stephen E. Oshrin. July, 188-191

Nonspeech communication and childhood autism. Adriana L. Schuler & Marylud Baldwin. October, 246-257

Preliminary data on revision of a sentence test for language screening with black first grade children. Barbara L. Hemingway, James C. Montague, Jr., & Robert H. Bradley. July, 153-159

Teaching complex sentences. Dorothy L. Tyack. January, 49-56

Types of utterances to avoid when speaking to language-delayed children. C. Milton Blue. April, 120-124

#### LEARNING DISABILITIES

A classroom sign communication program for the severely handicapped. Linda Goodman & Robin Kroc. October, 233-239

Teaching complex sentences. Dorothy L. Tyack. January, 49-56

#### MENTAL RETARDATION

A gestural communication program for severely and profoundly handicapped children. Joanne Kelsch Daniloff & Audrey Shafer. October, 258-268

Facilitation of verb recognition by MR subjects through syntactic cuing. Kandace A. Penner & Betsy Partin Vinson. January, 39-43

#### NONVOCAL COMMUNICATION

A gestural communication program for severely and profoundly handicapped children. Joanne Kelsch Daniloff & Audrey Shafer. October, 258-268

#### NORMAL LANGUAGE DEVELOPMENT

Variability in scores, structures, and errors on three measures of expressive language. Ellen O'Hara Werner & Janet Dawson Kresheck. April, 82-89

#### PSYCHOLINGUISTICS OF NORMAL LANGUAGE USE

The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99

Types of utterances to avoid when speaking to language-delayed children. C. Milton Blue. April, 120-124

#### READING DEVELOPMENT

Facilitating reading development with speech- and language-impaired children. Kenneth G. Shipley & Stephen C. McFarlane. April, 100-106

The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99

#### SECOND LANGUAGE LEARNING

A rationale for providing service to the Limited English Proficiency student. Molly M. Gillcrist. July, 145-152

## TREATMENT

- A classroom sign communication program for the severely handicapped. Linda Goodman & Robin Kroc. October, 233-239
- A gestural communication program for severely and profoundly handicapped children. Joanne Kelsch Daniloﬀ & Audrey Shafer. October, 258-268
- A rationale for providing service to the Limited English Proﬂiciency student. Molly M. Gillcrist. July, 145-152
- Communication/interaction development at mealtimes for the multiply handicapped child: Implications for the use of augmentative communication systems. October 216-232
- Delivery of augmentative communication services: The role of the speech-language pathologist. Howard C. Shane & David E. Yoder. October, 211-215
- Nonspeech communication and childhood autism. Adriana L. Schuler & Marylud Baldwin. October, 246-257
- Systematic modiﬀcation of parental input to train language symbols. Barbara Culatta & Donna Horn. January, 4-12
- Teaching complex sentences. Dorothy L. Tyack. January, 49-56
- Types of utterances to avoid when speaking to language-delayed children. C. Milton Blue. April, 120-124

## Speech

### ASSESSMENT

- Communicatively disordered children in Head Start: An identiﬀication and management system. Charles L. Madison & Lynette D. Hays. July, 160-167

### DEMOGRAPHICS

- The effect of duplicated and unduplicated child count on prevalence of speech-impaired children. Lois D. McDermott. April, 115-119

### READING DEVELOPMENT

- Facilitating reading development with speech- and language-impaired children. Kenneth G. Shipley & Stephen C. McFarlane. April, 100-106
- The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99

### SPEECH PERCEPTION, AUDITORY PROCESSING

- The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99

### STUTTERING, OTHER FLUENCY DISORDERS

- Letter to the editor. Michael Sugarman & Cynthia Matus. January, 57-58

Short-term intensive stuttering treatment in a public school setting. Karen R. Turnbaugh & Barry E. Guitar. April, 107-114

## Professional and General Scientific Issues

### EDUCATION, CONTINUING EDUCATION

- A multivariate analysis of teachers' attitudes toward public school speech pathology services. Lorraine F. Signoretti & Albert R. Oratio. July, 178-187
- Facilitating reading development with speech- and language-impaired children. Kenneth G. Shipley & Stephen C. McFarlane. April, 100-106
- Perceptions of hearing impairment held by school personnel: Suggestions for in-service training development. Julia M. Davis, Neil T. Shepard, Patricia G. Stelmachowicz, & Michael P. Gorga. July, 168-177
- The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99

### RESEARCH ISSUES AND METHODOLOGY

- The effect of duplicated and unduplicated child count on prevalence of speech-impaired children. Lois D. McDermott. April, 115-119

## TITLE INDEX

- A classroom sign communication program for the severely handicapped. Linda Goodman & Robin Kroc. October, 233-239
- A clinical study of twenty-seven children exhibiting functional hearing loss. Donald L. McCanna & Giacinto DeLapa. January, 26-35
- A discussion of communicative strategies and patterns by nonspeaking persons. Howard C. Shane & Carol G. Cohen. October, 205-210
- A format for selecting vocabulary for the nonspeaking child. Faith Carlson. October, 240-245
- A gestural communication program for severely and profoundly handicapped children. Joanne Kelsch Daniloﬀ & Audrey Shafer. October, 258-268
- A mini-screening language test for adolescents. Elizabeth M. Prather, Ann C. Brenner, & Karen S. Hughes. April, 67-73
- A multivariate analysis of teachers' attitudes toward public school speech pathology services. Lorraine F. Signoretti & Albert R. Oratio. July, 178-187
- A preliminary report on the need for statewide standards for hearing screening. Lois D. McDermott & Dianne J. Van Tasell. January, 44-48
- A rationale for providing service to the Limited English Proﬂiciency student. Molly M. Gillcrist. July, 145-152

- Communication/interaction development at mealtimes for the multiply handicapped child: Implications for the use of augmentative communication systems. Suzanne Evans Morris. October, 216-232
- Communicatively disordered children in Head Start: An identification and management system. Charles L. Madison & Lynette D. Hays. July, 160-167
- Delivery of augmentative communication services: The role of the speech-language pathologist. Howard C. Shane & David E. Yoder. October, 211-215
- Facilitating reading development with speech- and language-impaired children. Kenneth G. Shipley & Stephen C. McFarlane. April, 100-106
- Facilitation of verb recognition by MR subjects through syntactic cuing. Kandace A. Penner & Betsy Partin Vinson. January, 39-43
- Hearing screening in a school for the severely-profoundly intellectually-impaired and multiply-handicapped students. Linda Yaffe. January, 20-25
- Language comprehension testing: The influence of three modes of test administration and cognitive tempo on the performance of preschool children. William O. Haynes & Mary Beth McCallion. April, 74-81
- Letter to the editor. Thomas M. Klee & Thomas F. Campbell. April, 125-130
- Letter to the editor. Michael Sugarman & Cynthia Matus. January, 57-58
- Meeting the needs of the hearing parents of deaf infants: A comprehensive parent-education program. Anita D. Dee. January, 13-19
- Mothers, fathers, and teachers as informants on an indirect communicative assessment measure. James F. Naas, Rebecca C. Watts, Janice M. Grissom, & Stephen E. Oshrin. July, 188-191
- Nonspeech communication and childhood autism. Adriana L. Schuler & Marylud Baldwin. October, 246-257
- Perceptions of hearing impairment held by school personnel: Suggestions for in-service training development. Julia M. Davis, Neil T. Shepard, Patricia G. Stelmachowicz, & Michael P. Gorga. July, 168-177
- Preliminary data on revision of a sentence repetition test for language screening with black first grade children. Barbara L. Hemingway, James C. Montague, Jr., & Robert H. Bradley. July, 153-159
- Short-term intensive stuttering treatment in a public school setting. Karen R. Turnbaugh & Barry E. Guitar. April, 107-114
- Socioeconomic status and variability on the PPVT. Timothy J. Meline. April, 90-94
- Systematic modification of parental input to train language symbols. Barbara Culatta & Donna Horn. January, 4-12
- Teachers' stereotypes of children who wear hearing aids. Cletus G. Fisher & Kenneth Brooks. July, 139-144
- Teaching complex sentences. Dorothy L. Tyack. January, 49-56
- The effect of duplicated and unduplicated child count on prevalence of speech-impaired children. Lois D. McDermott. April, 115-119
- The relationship between selected auditory abilities and beginning reading achievement. Diane J. Sawyer. April, 95-99
- Types of utterances to avoid when speaking to language-delayed children. C. Milton Blue. April, 120-124
- Using an otoscope with preschoolers in acoustic immittance screening programs. Carolyn H. Musket & Rosanne Duca Dworaczyk. January, 36-38
- Variability in scores, structures, and errors on three measures of expressive language. Ellen O'Hara Werner & Janet Dawson Kresheck. April, 82-89

